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ABSTRACT

This document, which is intended for business education teachers at the postsecondary level, contains the information required to deliver a 1-semester beginning keyboarding course. The course is designed to help students develop a keyboarding speed of 30-40 words per minute and learn to use word processing software to create, store, print, and edit business and personal-use documents. The guide begins with a brief course description, rationale, list of course objectives, evidence from the research that supports the course's approach and underlying philosophy, brief discussion of assessment techniques, and list of materials and equipment needed. Presented next is a course outline that includes the topics and suggested activities to be covered in the course's four units, which cover the following topics: operating a keyboard; using formatting techniques; formatting basic business documents; and building keyboarding, word processing, and language arts skills and creating simple reports and employment documents. Appendixes constituting approximately 75% of the document contain a keyboarding technique rubric and 17 skill-building exercises and activities including the following: journal activity, group activities, review activity, multicultural timed writing activity, ethics activity, cross-curricular activity, production test, timed writing test, and Internet activity. The bibliography contains 29 references. (MN)

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CURRICULUM GUIDE FOR IMPROVEMENT OF INSTRUCTION IN BUSINESS SUBJECTS

BEGINNING KEYBOARDING POSTSECONDARY LEVEL

ED 412 343

Prepared by:

Shirley Doughton
Graduate Student

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Prepared for:

Dr. Donna R. Everett
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Morehead, Kentucky
Summer 1997

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CURRICULUM GUIDE
Improvement of Instruction in Business Subjects
BEOS 621
Summer 1997

Shirley Doughton
Graduate Student

SKILL AREA: Beginning Keyboarding

LEVEL: Postsecondary

TIME: One Semester

PREREQUISITE: None

COURSE DESCRIPTION

This one semester course is an introduction to keyboarding skills for the postsecondary student. In this course, the student will develop keyboarding skills with emphasis on the touch system for accuracy, speed, and control of alphabetic, numeric, symbol, and command keys. The principles and techniques of keyboarding will be integrated with a study of form, style, and arrangement of keyed materials. The acquisition of business communication skills will be integrated throughout the course. A variety of approaches to the course content will be used: lectures, demonstrations, and hands-on experience using simulated office activities. It will be necessary to spend time outside of class on the equipment. The amount of time required may vary depending upon the individual student. Regular attendance is required if the student is to be able to meet the objectives.

RATIONALE

Since Samuel Clemens (Mark Twain) turned in the first typed manuscript in the mid-1870s, keyboarding has become a universal writing skill. Reporters, short story writers, poets, and novelists today compose at computer keyboards. Students from elementary school through college use their keyboarding skill to prepare school assignments, papers, and reports. In fact, many former students say that, next to language, keyboarding is the most useful skill they have ever learned (Robinson & Others, 1997, 9). Keyboarding can no longer be considered a secretarial skill; keyboarding is a basic skill needed by all

individuals (Wiggs, 1993, 29). *USA Today* reported that the ability to use computers to perform everyday tasks will be the most important job skill for the 1990s, according to more than 100 personnel managers surveyed by a Chicago outplacement firm. As computers are used more widely in business, many business professionals are finding that they must develop basic keyboarding skills so they can use the computers efficiently (Wentling, 1992, 30).

COURSE OBJECTIVES

After completing this course, the student will:

- Develop proper techniques for touch control on alphabetic keys used on typewriter type keyboards.
- Exhibit appropriate care of and respect for equipment and related materials.
- Demonstrate knowledge of and ability to use the keyboard and operating parts of the computer with a basic understanding of computer literacy
- Develop speed skill of 30-40 words per minute.
- Demonstrate ability to determine WPM.
- Complete a program of drills, exercises, and timings to reinforce touch operation of the keyboard and to foster speed and accuracy development.
- Demonstrate a working knowledge of the characteristics of pica and elite pitch.
- Demonstrate knowledge of and ability to use a word processing software program to create, print, store, revise, and edit documents.
- Demonstrate ability to use acceptable speed and accuracy in straight-copy tests.
- Create business documents such as letters, resumes, and reports.
- Create, store, print, edit personal use documents.
- Complete assigned tasks, using proper procedures.

EVIDENCE OF RESEARCH

Today, keyboarding is used by elementary students for computer learning activities; by junior high, high school, and college students for preparing class assignments; by office support personnel to provide keyboarded information for the business; by customers to place orders, pay bills, and get information; and by managers, salespeople, presidents, and CEOs to prepare documents and communicate electronically. The proliferation of microcomputers has made keyboarding a necessary skill for all students regardless of their educational levels or future career objectives (Wiggs, 1993, 29).

If spreadsheets and data bases have already improved the decision-making and budgeting/forecasting processes for business professionals who hunt-and-peck at the keyboard, touch-keyboarding skills will further speed up the operation and enhance the results (Wentling, 1992, 30).

Despite technological advances being made in such areas as optical-character recognition, voice-recognition, and pen-based computing, it is likely that the fingertips will remain the primary means of data entry in the foreseeable future. With the appearance of microcomputers on virtually every desktop, keyboarding skills are becoming a primary means of basic communication. Thus, keyboarding courses seem assured a healthy future at the elementary, secondary, and postsecondary levels (Ober, 1993, 36).

As students progress in their education, the quantity of information they must produce increases. Demands for higher level presentation techniques also increase. Students who have acquired keyboarding skills are better equipped to meet these demands. Students pursuing degrees in computer science or in any discipline that utilizes computer software will find their assignments easier and their computer time more productive if they have adequate keyboarding skills. Keyboarding can no longer be perceived merely as a course for those pursuing a secretarial/clerical goal. It is an essential enabling skill for all students and all workers (Toppe, 1991, 24).

If our students are to work productively in a competitive computer-structured business society, they need a competitive edge. The corporate world demands touch keyboarding as a requirement for many entry-level positions. The extensive use of computers in school, in the workplace, and in the home offers business educators an opportunity to demonstrate to school administrators that keyboarding should be a required course for all students (Garfield, 1995, 37).

ASSESSMENT TECHNIQUES

Suggested evaluation for this course may include a keyboarding technique rubric, in-class and out of class assignments, unit exams (includes mid-term & final), production tests, timed writings, portfolio writings, journal, reports, group activities, and class participation.

SUGGESTED MATERIAL/EQUIPMENT NEEDED

Chalkboard, overhead projector, typewriter, computers, printers, keyboarding and word processing software, internet, guest speaker, wall charts, VCR
College Keyboarding, 1st Edition, Charles H. Duncan/Susie H. VanHuss/S. ElVon Warner (1994)
Keyboarding & Information Processing, Jerry W. Robinson/Jack P. Hoggatt/Jon A. Shank/Lee R. Beaumont/T. James Crawford/Lawrence W. Erickson/Pat R. Graves (1997)

UNIT CONTENT

UNIT 1 - LEARNING TO OPERATE THE KEYBOARD

Unit objectives: After completing this unit, the student will:

- master alphabetic reaches
- key "by touch"—without looking at fingers or keyboard.
- key easy paragraph copy smoothly and fluently
- achieve smoother stroking
- improve use of service keys
- develop a relaxed, confident attitude
- key at a stroking speed of at least 15 wam

Unit outline:

I. LEARNING TO OPERATE THE KEYBOARD

A. Introduce class syllabus/class procedures
B. Introduce equipment, both typewriter and computer, and instructional software (how to "turn on" equipment, load program, install diskettes, manage printer).

a. typewriter - brief demonstration by instructor on parts and operation of typewriter
b. computer - how to "turn on" equipment, load program, install diskettes, manage printer

C. Parts of the computer, basic terminology
D. Proper keyboarding techniques
E. Letter-Key Operation
   a. alphabet keys
   b. space bar, enter, shift, caps lock, tab key, backspace
   c. punctuation marks
F. Increase speed
G. Review for Unit Exam

Suggested Class Activities for Unit 1

a. Get acquainted group activity, "Can You Follow Directions?"; see appendix
b. Explain class syllabus
c. Explain class grading procedures
d. Explain keyboarding technique rubric; see appendix
e. Skill building exercises; worksheets
f. Timed writings - 1-minute & 2 minute
g. Weekly journal entries to build self-confidence; see appendix
h. Local businessperson speaks on skills needed in today's workplace
i. Collect articles from newspapers, magazines, journals, etc., on International Business and discuss influence in our society
j. Review activity, "Alphabet Review"; see appendix
k. Unit exam; see appendix

Unit 2 - BASIC FORMATTING TECHNIQUES

Unit objectives: After completing this unit, the student will:

- set side and top margins
- clear and set tabs
- center copy horizontally
- change line spacing
- master selected symbol (top-row) keyreaches
- learn numeric keypad operation
- edit (proofread) and revise copy

- key from statistical copy
- key from script copy
- create a document, print, save, exit
- key at a stroking speed of at least 25 wam with 5 or fewer errors

Unit outline:

II. BASIC FORMATTING TECHNIQUES

A. Margins; reset side and top margins
B. Tabs
   a. indent paragraphs
   b. clear and set relative tabs
   c. clear and set absolute tabs
C. Spacing and Horizontal Centering
   a: line-spacing commands
   b: center function
D. Figures and symbols
E. Keypad operation
F. Cursor movement, insert key, function key
G. Proofreader's Marks, proofreading and editing copy
H. Create a document
   a. print
   b. save
   c. exit
I. Key from statistical copy
J. Key from rough draft copy
K. Skill building
L. Increase speed
G. Review for Mid-term exam

Suggested Class Activities for Unit 2

a. Drills
b. Skill building exercise; see appendix
c. Group Activity - "Working with Cultural Diversity"; see appendix
d. Timed writings - 3-minute and 5-minute
e. Weekly journal entries
f. "Serving Clients/Customers" activity; see appendix
g. Review activity; see appendix
h. Mid-term exam

Unit 3 - FORMATTING BASIC BUSINESS DOCUMENTS

Unit objectives: After completing this unit, the student will:

- develop working knowledge of word processing software
- format business letters in block and modified block format
- address business envelopes
- format standard inter-office memorandums
- correct keyboarding errors
- develop composing skills
- improve language arts skills
- apply rules for correct use of word division and capitalization in written communication
- key at a stroking speed of 35 wam with 5 or fewer errors

Unit outline:

III. FORMATTING BASIC BUSINESS DOCUMENTS

A. Utilize word processing concepts; function keys and/or pull-down menus
   a. save and retrieve files from diskettes
   b. block, move, and copy
   c. bold and underline
   d. spell check
   e. thesaurus
B. Format the block style business letter
B. Compose at the keyboard
C. Learn to correct errors
D. Format simple business letters and envelopes
   a. word division
   b. capitalization
   c. number expression in sentences
E. Format the modified block style business letter
F. Format memorandums
G. Format and key invoices
H. Skill building
I. Increase speed
J. Review for Unit exam

Suggested Class Activities for Unit 3

a. Drills
b. Skill building worksheets
c. Timed writings; 3-minute & 5-minute; multicultural writing, see appendix
d. Weekly journal entries
e. Ethics activity - "Manners" - Group Activity, discuss good and bad manners in society and in business; see appendix
f. Calculate totals in an invoice; math portfolio assignment
g. Compose personal letters of recommendations for portfolio
h. Review activity, "Cross-Curricular Memo"; see appendix
i. Production test, Modified-block style letter; see appendix
j. Unit exam

Unit 4 - SKILL BUILDING, SIMPLE REPORTS & EMPLOYMENT DOCUMENTS

Unit objectives: After completing this unit, the student will:

- demonstrate best technique, speed, and control
- demonstrate basic formatting skills on reports, correspondence, and tables for personal use from a variety of input modes—arranged, unarranged, rough draft, and handwritten
- format and key resumes
- demonstrate ability to key job applications
- prioritize, format, and key related office communications with speed and accuracy
- correctly proofread copy for errors and edit copy for revision
- apply rules for subject/verb agreement, pronoun/antecedent agreement,and spelling in written communications
- demonstrate keyboarding speed and accuracy on straight copy with a goal of 40 words a minute for 5 minutes with error free copy

Unit outline:

IV. SKILL BUILDING, SIMPLE REPORTS, AND EMPLOYMENT DOCUMENTS

A. Increase keyboard skills
   a. improve keying techniques
   b. improve concentration
   c. improve ability to key straight, statistical, and rough-draft copy

B. Improve language art skills
C. Improve word processing and typing skills
    a. centering
    b. indent & hanging indent
    c. left, right, and full justification
    d. page numbering
D. Format topical outlines
E. Format unbound reports with side headings, internal citations, and reference lists
F. Compose employment documents
    a. personal business letter
    b. resume
G. Introduce E-mail
H. Introduce Internet
I. Increase speed
J. Review for Final exam

Suggested Class Activities for Unit 4

a. Drills, emphasis on speed building
b. Skill building worksheets; language arts
c. Timed writings; 3-minute & 5-minute
d. Weekly journal entries
e. Compile best works for portfolio, including personal letter of recommendation and resume
f. Send an E-mail message to instructor or friend
g. Internet group activity; see appendix
h. Create an unbound report on "The Global Economy"; Team Project
i. Compose personal letter of recommendation and resume
j. Practice proper completion of job applications from local businesses
k. Review activity, "The Art of Listening"; see appendix
l. Final exam

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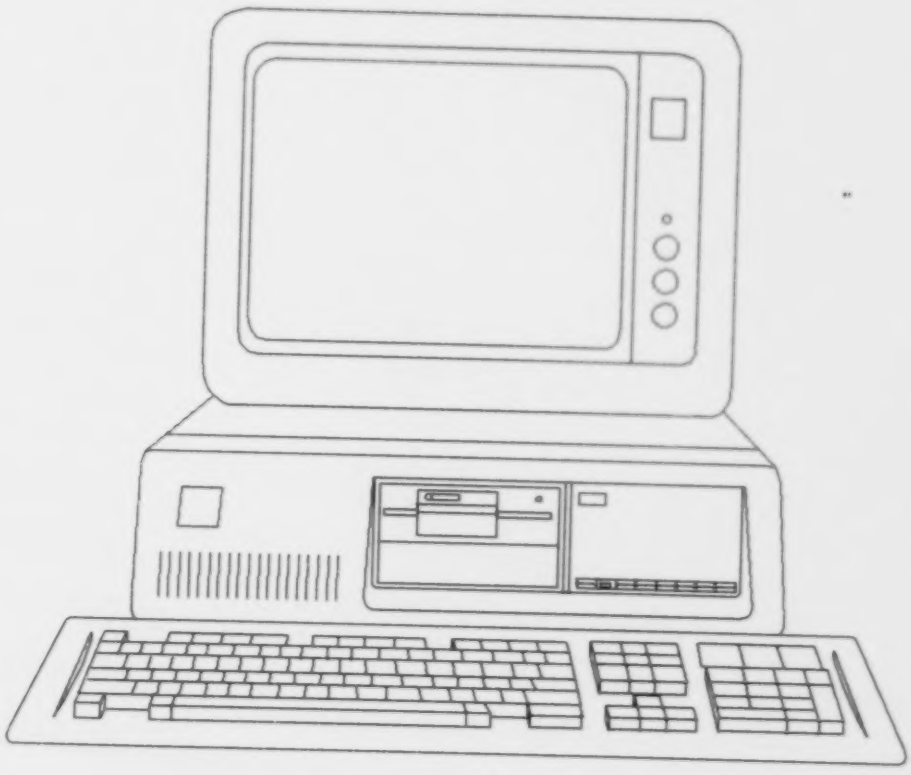

APPENDIX:
ACTIVITIES & ASSESSMENTS

Keyboarding Technique Rubric
Unit 1 "Get Acquainted Activity"
Unit 1 Journal Activity
Unit 1 Review Activity
Unit 1 Measurement Test
Unit 1 Objective Test
Unit 2 Skill Building Exercise
Unit 2 Group Activity
Unit 2 Group Activity
Unit 2 Review Activity
Unit 3 Skill Building Exercise
Unit 3 Multicultural Timed Writing
Unit 3 Ethics Activity
Unit 3 Review (Cross-Curricular) Activity
Unit 3 Production Test
Unit 4 Timed Writing
Unit 4 Internet Activity
Unit 4 Review Activity

KEYBOARDING TECHNIQUE RUBRIC

Beginning Keyboarding - 1st Semester

CRITERIA	DISTINGUISHED 4 pts.	PROFICIENT 3 pts.	APPRENTICE 2 pts.	NOVICE 1 pt.	PTS
Position at Keyboard	Feet apart and firmly braced; body centered with J key; elbows relaxed; wrists straight; head erect	Feet frequently apart and firmly braced; body frequently centered; elbows frequently relaxed; wrists frequently straight; head frequently erect	Feet sometimes crossed; body sometimes slouching; elbows sometimes unstable; wrists sometimes resting; head sometimes turned to keyboard	Feet frequently crossed or wrapped around chair; body frequently slouching; elbows frequently unstable; wrists frequently resting; head frequently turned to keyboard	
Keystroking	Fingers curved over home position; quick, direct reaches; hands and arms relaxed	Fingers frequently curved over home row; frequent, direct reaches; hands and arms frequently relaxed	Fingers sometimes slide away from home row; some hesitation in reaches; hands and arms sometimes unstable	Fingers often slide away from home row; frequent hesitation in reaches; hands and arms usually unstable	
Eyes on Copy	Keeps eyes on copy at all times	Usually keeps eyes on copy	Sometimes looks at fingers	Frequently looks at fingers	
Reaches to Service Keys (Tab, return, space bar)	Reaches with fingers, not hands; does not look at fingers	Frequently reaches with fingers, not hands; usually does not look at fingers	Occasional movement of hands and looks at fingers	Often moves hands and looks at fingers	
Shift Keys	Anchors J or F finger; holds key down completely; returns to home position	Frequently anchors J or F finger; frequently returns to home position	Occasionally anchors J or F finger; occasionally returns to home position	Seldom anchors J or F finger; seldom returns to home position	
Attitude/ Work Habits	Follows directions carefully; Gives attention to technique; Concentrates	Frequently follows directions; frequent attention to technique; good concentration	Sometimes follows directions; sometimes uses technique; concentrates sometimes	Often ignores directions; frequently ignores technique; seldom concentrates	

DISTINGUISHED	4	(A)	90 - 100
PROFICIENT	3	(B)	80 - 89
APPRENTICE	2	(C)	70 - 79
NOVICE	1	(D)	60 - 69
	0	(E)	0 - 59

Total Points _____/24

_____/%

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UNIT 1 "GET ACQUAINTED" ACTIVITY

CAN YOU FOLLOW DIRECTIONS?

This is a timed test—allow yourself only two minutes to complete.

1. Read everything before you do anything.
2. Print your name in the upper right corner of the paper.
3. Stand up and sit back down.
4. Say "Hi" to a classmate.
5. Stamp your feet twice.
6. Draw two squares in the lower left corner.
7. Place an "x" in one square and an "o" in the other.
8. Say aloud "I'm half finished!"
9. Sign your name in the lower right corner.
10. Draw a circle around your signature.
11. Shake hands with the student nearest you.
12. Say aloud "I'm almost finished."
13. Now that you have finished reading everything, do only as directed in the first sentence.

SOURCE: *Delta Pi Epsilon TIPS.*

UNIT 1 JOURNAL ACTIVITY

Have students maintain a journal during the semester which would contain weekly entries reflecting on the student's progress. Each week, the student is encouraged to write at least one positive entry about himself/herself. The purpose of this journal is to build the student's self-confidence and encourage him/her to continue in their studies.

UNIT 1 REVIEW ACTIVITY

Default margins or 50-space line

Drill 1
Goal: reinforce key locations

Key each line at a comfortable, constant rate; check lines that need more practice; repeat those lines.

Keep
- your eyes on source copy
- your fingers curved, upright
- your wrists low, but not touching
- your elbows hanging loosely
- your feet flat on the floor

A We saw that Alan had an alabaster vase in Alabama.
B My rubber boat bobbed about in the bubbling brook.
C Ceci gave cups of cold cocoa to Rebecca and Rocco.
D Don's dad added a second deck to his old building.
E Even as Ellen edited her document, she ate dinner.
F Our firm in Buffalo has a staff of forty or fifty.
G Ginger is giving Greg the eggs she got from Helga.
H Hugh has eighty high, harsh lights he might flash.
I Irik's lack of initiative is irritating his coach.
J Judge J. J. Jore rejected Jeane and Jack's jargon.
K As a lark, Kirk kicked back a rock at Kim's kayak.
L Lucille is silly; she still likes lemon lollipops.
M Milt Mumm hammered a homer in the Miami home game.
N Ken Linn has gone hunting; Stan can begin canning.
O Jon Soto rode off to Otsego in an old Morgan auto.
P Philip helped pay the prize as my puppy hopped up.
Q Quade quit squirting Quarla after quite a quarrel.
R As Mrs. Kerr's motor roared, her red horse reared.
S Sissie lives in Mississippi; Lissa lives in Tulsa.
T Nat told Betty not to tattle on her little sister.
U It is unusual to have an unused unit in the union.
V Eva visited every vivid event for twelve evenings.
W We walked to the window to watch as the wind blew.
X Tex Cox waxed the next box for Xenia and Rex Knox.
Y Ty says you may stay with Fay for only sixty days.
Z Hazel is puzzled about the azure haze; Zack dozes.
alphabet Jacky and Max quickly fought over a sizable prawn.
alphabet Just by maximizing liquids, Chick Prew avoids flu.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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SOURCE: *College Keyboarding*. South-Western Publishing.

UNIT 1 MEASUREMENT TEST

1-Minute Alphanumeric Timing

Directions: Take one 1-minute timing on lines 1–3. Proofread, note your errors, and figure your speed.
Format: Double spacing, 5-space tab.

```
1        My sales show that 29 books over $10.65 sold   10
2  83% less than the books under $7.40.  Conclusion:   20
3  price is an issue (for most buyers).                28
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | SI 1.18
```

2-Minute Timings

Objective: Key 27/2'/4e

Directions: Take two 3-minute timings on lines 1–9. Proofread, note your errors, and figure your speed.
Format: Double spacing, 5-space tab.

```
4        Computer power can amaze you and excite you.   10
5  Just a click or two helps you enter a whole world    20
6  of databases that you can use.  You can look up a    30
7  quote from a speech or a book, you can pay a bill    40
8  from your bank account, or you can buy some stock    50
9  and track its growth.                                58
   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | SI 1.18
```

SOURCE: Glencoe/McGraw-Hill. (1996). Microcomputer Keyboarding.

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BEGINNING KEYBOARDING
UNIT 1 EXAM

PART I

Circle the correct response. True/False (2 pts. ea.) NAME_____

1. T F Computers consist of three essential parts.
2. T F Space once after a period that follows an initial or abbreviation.
3. T F A standard keyboard is called the "qwerty" keyboard.
4. T F The question mark is usually followed by one space.
5. T F A standard keyed word contains five characters or spaces.

Complete the following questions. (5 pts. ea.)

1. Name and describe briefly the essential parts of a computer.

2. List five proper typing techniques.

3. Define GWAM.

4. Determine the GWAM for the following line.

   I blame Susie; did she quench the only flame?

5. List the home row keys in proper order.

6. Use the following formula to determine writing time to achieve 30 GWAM in a line with 10 words.

   $$\frac{\text{words in line being keyed}}{\text{your gwam goal}} \times 60'' = \text{seconds to key writing}$$

BONUS (5 pts.)

Identify and discuss the advantages of using proper keyboarding technique in your personal, educational, and future endeavors.

DISTINGUISHED	4 --	(A)	36-40
PROFICIENT	3 --	(B)	32-35
APPRENTICE	2 --	(C)	28-31
NOVICE	1 --	(D)	24-27
	0 --	(E)	0-23

UNIT 1
KEYBOARDING
TEST

CULTURAL DIVERSITY

Language is one index of the culture from which a person comes. In the United States, many languages are spoken. Among them are Chinese, French, German, Italian, Japanese, Korean, Spanish, Vietnamese, and, of course, many dialects of English.

One of the challenges when people of differing cultures interface lies in trying to understand what different people are really saying. Can you correctly match the English expressions in List A with the same expression in another language in List B and name the language represented by the expression?

List A	List B
baby	bambino
girl	bon jour
good day	fille
good-bye	gracias
man	hai
no	hombre
plaza	nyet
please	piazza
thanks	por favor
yes	sayanara

ACTIVITIES

1. Read paragraphs at left; study the two lists beneath them.
2. Key at left margin the first item in List A.
3. Tab 4 times; key the expression in List B that matches the word(s) in List A; tab 4 more times and key in a third column the name of the language of the choice you made.
4. Key remaining items, tabbing to align the items in Columns 2 and 3.
5. Compare/discuss choices.

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SOURCE: *Keyboarding & Information Processing*. South-Western Publishing.

UNIT 2 GROUP ACTIVITY

"WORKING WITH CULTURAL DIVERSITY"

Your boss is making his/her first trip to Germany on company business. What are some of the things that he/she might need to know or do before making his/her trip? after he/she arrives? while conducting company business? As your boss's assistant, what things can you do to prepare your boss for his/her trip?

NOW, you and your supervisor are expecting a visit from the client that he/she visited in Germany. How do you prepare for the visit?

SOURCE: *Delta Pi Epsilon Instructional Strategies*, 11, (3), (1995).

UNIT 2 ACTIVITY
"SERVING CLIENTS/CUSTOMERS"

Students break up into groups and role-play in different situations involving dissatisfied customers, with one person in each group playing a complaining customer and one playing a manager. At the end of the role play, each group reports its solution, and the class asks follow-up questions and evaluates the solution. Students develop skills in giving and receiving feedback (constructive criticism), and they learn the importance of providing good customer service without diminishing the dignity of individual employees.

SOURCE: *Delta Pi Epsilon Instructional Strategies*. (1995). 11,(3)

UNIT 2 REVIEW ACTIVITY

2-column, short-centered column heads, double spacing.

DISTRICT MANAGERS, SOUTHERN REGION, 19--

Manager	District
Albertsen, Herbert	Charlotte, NC
Barrock, W. E.	Atlanta, Georgia
Enfield, Karen	Columbia, South Carolina
Ford, Allison J.	Jackson, Mississippi
~~Gregory, Patrina~~	~~Seattle, Washington~~
Peters, Phylis A.	Montgomery, Alabama
Quigley, Shawn Thomas	Tampa, ~~Arizona~~ Florida
Reynolds, Seth	Little Rock, Arkansas
Windsong, Patricia	Ft. Worth, Texas

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SOURCE: GLENCOE/McGraw-Hill

UNIT 3 SKILL BUILDING EXERCISE

Review capitalization rules

1. Use default margins.
2. Set a tab 39 spaces from left margin for examples.
3. Study each line and its example from your printed copy.

CAPITALIZATION GUIDES

Capitalize	
Specific persons or places:	She lives in Tudor Hall.
First words of sentences:	He had some good news.
Weekdays, months, holidays:	Friday, May 1, is May Day.
First words of direct quotes:	Dan shouted, "He's home."
Titles preceding personal names:	Dr. Iki phoned Lt. Moe.
Adjectives drawn from proper nouns:	Don likes Italian sausage.
Political/military organizations:	A Democrat has a Navy map.
Nouns followed by numbers:	Pack Order 7 in Bin 9.
Do not capitalize	
Titles following a name:	Jan is our secretary.
Plurals of geographic designations:	I saw Ice and Swan lakes.
Compass points not part of a name:	Ride west to North Dakota.
Common nouns such as page or line followed by a number:	Copy the words on page 7.
Seasons (unless personified):	Next is fall, then spring.
Generic names of products:	He likes Flavorite coffee.
Commonly accepted derivatives:	I ordered french toast.

Apply capitalization rules

Provide capitalization as you key.

one stormy night last winter, just 29 days before christmas, I was driving my little bentley automobile to south ionia, a town about 75 miles away. i had been invited by major bill jellison, just mustered out of the u. s. marines, where i too had served 10 years as a captain, to see a new english play in the city center. the night was quite dark; snow had started lazily to fall. after going about 38 miles, i remembered that bill had said to me: "be sure to turn east at the corner of level and south essex roads. do not take a chance and turn west"; or, at least i thought that was what he said. so, I turned east on level road, route 46.

SOURCE: *College Keyboarding*. South-Western Publishing.

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UNIT 3 MULTICULTURAL TIMED WRITING

AFRICAN-AMERICAN INVENTORS

A small drip cup to hold oil, along with an automatic device to control the flow of the oil, might not seem at first to be an important invention, but the principle it is based on is used for the most advanced lubricating systems in industries today. Elijah McCoy was the inventor, just about a hundred years ago. 63

In the mid-eighteen hundreds, a man named Norman Rillieux devised a way to turn cane into a fine white product at about one-half the cost of producing fine table sugar at that time. At the time it was invented, his method, the vacuum pan process, was called the greatest in American chemical engineering history. 128

Lewis Latimer began his career by making the patent drawings for the first telephone. He started to invent on his own and made the first carbon filament light bulb. His work in lighting was so expert that he was chosen to take on the task of lighting all of New York City. He also was in charge of the lighting systems for Philadelphia, Montreal, and London. 199

George Washington Carver made his name in research in agriculture. He was a chemist who developed new uses for farm products. The products he developed from the peanut and the soybean helped the economy of the South by freeing it from too great a dependence on the cotton crop. 255

Richard Spikes holds patents on many things that touch the daily life of many people. His inventions include directional signals that are used on automobiles, an automatic gear shift, and an automatic car washer. When he found that he was losing his sight, he invented a drafting machine for the blind. 316

Granville Woods invented a telephone and telegraph system to help prevent accidents on railroads. With his system, a moving train could keep in touch with other moving trains. He invented an incubator to hatch eggs. This led to today's machines that can hatch up to fifty thousand eggs at a time. Woods obtained some fifty patents during his life. 387

Garrett Morgan made a breathing device, called a safety hood, to make it possible for firefighters to do their rescue work without inhaling the fumes from the fire. He used the hood to rescue some workers trapped in a tunnel filled with gas and smoke two hundred feet below Lake Erie. The safety hood was the forerunner of the gas mask used during World War I. Morgan also devised the first traffic-light signal system. 471

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

SOURCE: GLENCOE/McGraw-Hill

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ETHICS: The Right Thing to Do

Talk shows that deal with "how to put people down," "telling my friend what I really think," or "confronting my boss" fill the airwaves. Audiences encourage confrontation and seem disappointed when there is no pushing or shoving among a show's participants. With friends, we talk about the driver who cut us off and the person who moved ahead of us in line. We remember going to a movie where the people around us talked and laughed loudly, with no regard for those around them.

When we experience these behaviors, we ask ourselves: "Why do people behave and talk rudely to one another?" "Why don't people treat each other with more respect?"

Increasingly, it seems, people are not relating to each other with good manners, with civility. When we were young, family members taught us the behaviors we were to use in interacting with others. We were taught to say "please" when making a request and "thank you" when the request was fulfilled; "pardon me" when we bump into someone and "I'm sorry" if we offend someone.

Such expressions enable us to adapt our behavior so that we can interact smoothly and positively with others. An acceptable code of behavior increases communication and prevents problems from arising between people. The use of appropriate behavior is a glue that holds people together from varying backgrounds.

Such a system of accepted behaviors is called manners, etiquette, or civility. Whatever the term, these behaviors are everyday expressions of an ethical code—behaviors by which people interact with one another with courtesy, fairness, and justice.

Guide books on manners, such as those written by Amy Vanderbilt and Miss Manners, have become popular in the United States. People writing to Ann Landers express their pleasure when they see someone hold a chair for another person or help someone put on a coat. Interest in and reactions to such behavior patterns indicate that people are looking for ways to act in a considerate and ethical manner toward other people.

Good manners enable us to deal with others in courteous and positive ways that do not go unnoticed. Hold a door open for someone and see the look of appreciation on the person's face and hear the words "thank you." How do you think a student would respond if you helped pick up materials that perhaps you caused to be dropped? What would your reaction be if a person who offended you came to you and apologized?

Good manners are nothing more than a code of behaviors that involve treating others as you would have them treat you. Unless you follow such a code that shows respect for other people, you hardly have a right to demand respect for yourself. ●

ACTIVITIES

1. **Read the paragraphs at the left dealing with good manners and their value in human relations.**
2. **Key a list of good manners that you observe in your dealings with others at home, at school, and in public.**
3. **Key a list of poor (if not bad) manners in which you engage more often than you should.**
4. **Compare your lists with those of a fellow student. Have her/him tell you if you do in fact follow the good manners *and* the poor manners on your lists. Then you do the same for her/him.**
5. **Finally, change your lists if needed as a result of Step 4 and key two new lists: (1) Good Manners I Usually Follow; (2) Poor Manners I Need to Change.**

SOURCE: Keyboarding & Information Processing. (1997). South-Western Educational Publishing.

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Rough-Draft Memo

Key this memo in final form. Use today's date and the subject line *Excerpts for Classroom Use*. Key each excerpt as a display paragraph.

Bold the guide words. Single-space the body.

Memo To: ~~the~~ Math Department staff
From: Miriam Liskin, Head, Math Department

I discovered these interesting excerpts in my recent readings. Please consider using these in your class presentations to illustrate the uses of geometry in architecture.

The Igluligarjumiut Eskimos of Canada cut hard-packed snow into blocks with a long knife. The blocks are laid against one another in a spiral until a circular, dome-shaped igloo is constructed. Gaps are filled in with loose snow. The interior walls may be covered with skins, which permits the interior to be heated to a comfortable temperature without melting the structure.

The Kasakhs are the largest ethnic group in central Asia. Prior to Soviet control, they lived in circular tents, called yurts. The walls of a yurt are based on collapsible trellises about 4 feet high, enclosing a circular area about 20 ft in diameter. The roof is a shallow dome tied to the wall of trellises and supported by stakes. Wool felt covers the framework.

Of the approximately 400 Buddhist shrines in Thailand's capital, Bangkok, the most magnificent is Wat Phra Kaeo, the Temple of the Emerald Buddha. Inside the temple is a 31-inch-high jade statue of Buddha, the head of which is made from ~~one~~ a single enormous emerald. The shrines feature roofs consisting of 4 or 5 colorful, overlapping triangles, which create a telescoping effect.

Modified-block style with indented paragraphs.

Mr. Judson A. Towns / Central High School / 2389 Highland Avenue / Fall River, MA 02720 / Dear Ms. Towns: / To sign up for concurrent enrollment at Salem State College, it is necessary for you to complete the following procedures: ¶ 1. Schedule a meeting with your adviser so that you can plan your complete summer course load. ¶ 2. Complete the Enrollment Form that is enclosed with this letter. ¶ 3. Send an official copy of your high school transcript to the Admissions office at Salem State College. ¶ We look forward to seeing you this summer. If you have any questions, please feel free to write to us any time prior to your arrival. / Sincerely, / J.W. Holmes, Admissions Director / PS: Please bring your SAT test score with you when you register. / Enclosure

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UNIT 4 TIMED WRITING

Directions: Take two 5-minute timings on lines 1–17. Proofread, note your errors, and figure your speed.
Format: Double spacing, 5-space tab.

Hiking is one of the best ways to keep in top physical condition. Not only does it help your vital organs to keep working well, it might also help improve your entire mental attitude. It is important that a beginning hiker recognize the rules that make hiking more enjoyable. First, one must be comfortable while on the hike. All the clothing and the shoes must fit quite well. A hiker should always wear good shoes that are sturdy and well-fitting socks. The clothing should be very protective for use in rugged country. Every person should learn to keep both arms free while on a hike. This means that each hiker must hoist all that equipment on a backpack. Carrying a backpack requires that every person must use good posture; otherwise, many aches might develop. The beginning hiker should start with short distances. The longer hike should be postponed until the person is in good physical condition. Hiking truly provides a way to explore the country and become physically fit.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | SI 1.48

SOURCE: GLENCOE/McGraw-Hill

UNIT 4 INTERNET GROUP ACTIVITY

1. Using a search engine such as Altavista (*http://www.altavista.com*), Hotbot (*http://www.hotbot.com*), Infoseek (*http://www.infoseek.com*), Lycos (*http://www.lycos.com*), Webcrawler (*http://www.webcrawler.com*), or Yahoo (*http://www.yahoo.com*), have students research information about one of the following: business activities in another country or a company involved in international business. Have students key a summary as well as an assessment of the Web sites visited.

2. Using the internet and other sources of information, create an unbound report on "The Global Economy."

SOURCE: Available on Yahoo - http://biseben.bus.usu.edu/ben/assoc/wbea/news/share/

Multi-page report with references and long quotation. Use your name, your class, your teacher's name and today's date in the heading.

The Art of Listening

In any conversation or whenever a speech is delivered, there are two active participants. One is the speaker and the other is the listener (Oakley 47). If something the speaker says is not understood, it may be not the fault of the speaker. It may be the fault of the listener. In order to understand and interpret the speaker's words, we must practice the art of good listening.

Good listening requires ~~certain~~ responsibilities from all of us. These are described in the following paragraphs.

To become an effective listener, we have to prepare for the task. "You must select a position that allows you to see the speaker's gestures and clearly hear the tone of voice . . ." (Polanski 83). The speaker's gestures, tone of voice, and facial expression help us interpret the words.

You should sit up straight (or stand erect) and look directly at the speaker. ~~Your~~ good posture and eye contact help you to concentrate on what is being said. Eye contact also lets the speaker know you are being attentive.

McBride suggests an excellent ~~suggestion~~ idea for improving listening. He believes that

> one good way to eliminate the obstacles to effective listening is to fill your extra thinking time in a useful manner. You should think about what is being presented. Occasionally, you should mentally summarize what the speaker has said (145-55).

If you improve your listening techniques, you will improve your interest level, you will develop a positive attitude, and you will improve your decision-making abilities.

Source: GLENCOE/McGraw-Hill